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AUTHOR Miller, Richard H.
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ABSTRACT

This study investigated the use, effectiveness, and need for student personnel services for mature women (over 25) in degree programs. Additional data were collected on personal and academic characteristics, educational goals, and problems encountered. Major findings indicated that 41 percent of the sample were employed and that 76 percent attended day classes. Fifty-five percent of the women were enrolled in career-oriented curricula with a grade-point average of 3.06. Home responsibility and adequate study time were listed as the major problems in returning to school. There were significant differences in demography, use and need for counseling services between age groups (25-32, 33 and older). Conclusions from the study indicated that mature women had positive attitudes toward counseling and instructional services; however, the younger group tended to make greater use of student personnel services. Recommendations include: (1) publicizing opportunities for mature women in career counseling, transfer procedures, and financial aid; (2) attracting more mature students through well developed adult counseling programs; and (3) focusing further research on the relationship of mature womens' realistic goals, curricula, and the job market. (Author/PC)

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An Abstract

of

Findings and Recommendations

From a Doctoral Dissertation

THE STUDENT PERSONNEL SERVICES FOR WOMEN IN CONTINUING EDUCATION IN MONTGOMERY COLLEGE

A Study of the characteristics, goals, and problems of the mature woman student at Montgomery Community College, and her use, need, and evaluation of Student Personnel Services at the College.

by

Richard H. Miller, Ed.D.

September 1973

Office of Institutional Research

Montgomery Community College

Rockville, Maryland

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INTRODUCTION AND METHOD USED

Introduction

Statement of the problem

The purpose of this research was to study the student personnel services for mature women (over twenty-five years of age) who were in degree programs at Montgomery College in the Spring semester of 1973. Associated with that objective were certain related questions:

1. The personal and academic characteristis of the population.

2. The goals of those students while attending the College.

3. The problems encountered while at the College.

4. The nature of the use, effectiveness and need of the student personnel counseling services to those women while enrolled at the College.

Method

Certain procedures were used to collect the data to answer the questions raised by the problem. During the spring semester of 1973, 3,214 students were identified as the total women's enrollment in degree and certificate programs at the College. A sample smaller than the total enrollment was established to include only women students twenty-five years of age (born in 1948) and older. That sample was then studied according to certain factors on a college-wide basis without respect to any specific category and was then analyzed for significance by birth year by stratification into two groups: group 1, ages 25-32, and group 2, ages 33 and older. Age thirty-two was the median age for the entire group from age 25 through 73. Two sources of data collection were used. First, a questionnaire was mailed to all 731 students in the sample. The questionnaire contained items related to students' personal and academic characteristics, goals, problems, and the student personnel counseling services of the College. After two mailings 553 questionnaires (76 per cent) were completed and returned to the College. This return represented 271 (81 per cent) at the Rockville campus and 282 (71 per cent) at the Takoma Park Campus. When those forms were received they were merged with the second source

of data, academic information in the student record file of the College computer. The computer combined all the merged data on over sixty factors and categories and gave this investigator general college-wide information as well as that of the two age groups. With the assistance of the College Data Systems the data was analyzed by chi-square tests. Certain items were examined by t tests. The .05 level was the criterion for ascertaining statistical significance.

About the same time the questionnaire was developed a traffic study was conducted in the counseling area in a specific week on one of the two campuses to sample the use of student services by women over twenty-five years of age. This was later analyzed as a supplement to the extensive study of the questionnaire and related academic data in the student record files.

FINDINGS

1. Sixteen per cent of the total sample were single, sixty-six per cent were married, six per cent were separated, nine per cent were divorced, and three per cent were widowed.

2. Forty-one per cent were employed and the average years of employment was 4.15 years.

3. The average number of children of the women in the sample was 1.85, with the average age of the youngest child being 6.3 years.

4. The women had attended an average of 3.76 semesters at the College.

5. Seventy-six per cent of the total sample attended their classes in the daytime.

6. The average grade point index college-wide for the entire group was 3.06.

7. Fifty-five per cent of the women were enrolled in career oriented curriculums, while forty-five per cent pursued liberal arts programs. The group was represented in twenty-seven different curricula. (See Table 1 for the distribution of women over 25 in those twenty-seven curricula.)

8. Thirty-seven per cent were given advanced credit toward the College degree on the basis of transfer courses.

9. Fifty-six per cent of all women college-wide who were over twenty-five considered their most important college goals to be in the combined areas of career and income. (See Table 2)

10. The most serious problems experienced by fifty-five per cent of the women while attending the College were in the combined areas of family responsibilities and study time. The classroom instruction and counseling services were problems for only eleven and five per cent respectively. (See Table 3)

11. College-wide the most used student counseling service was academic advising followed closely by schedule changes and the admissions interview. Moderate use was made of college information and personal counseling. Considerably less used were, career planning, financial aid, testing, study skills, transfer, student activities, health services, and employment assistance. (See Table 4)

12. All of the student counseling services were rated effective by a majority of the students who chose to rate each service. (See Table 5)

13. Transfer and academic counseling were shown to be the most needed by the sample. Twenty-two per cent considered they had a need for transfer to a four-year college, and twenty per cent stated a need of academic advising. The group need of the other services was much lower ranging from fifteen down to two per cent for a specific counseling service. (See Table 6)

14. Ninety-four per cent who sought counseling help outside the student services area considered such assistance effective.

15. There was a significant difference between the marital status of the two age groups. The divorce-separation rate was much higher for the 25-32 age group. (See Table 7)

16. Nearly half of the younger age group was employed when they attended the College, while only thirty-four per cent of the women over 32 were in jobs; and a significant difference was between the two groups then employed. (See Table 8). The *t* test revealed also a significant difference in years of employment. (See Table 9).

17. Understandably the older group had more children and of an older average age than the younger women easily explaining the significance in each of those two categories. (See Tables 10 and 11).

18. The younger group achieved an average grade point index of 2.88, while those in the 33 and older group had an average of 3.22, and there was a significant difference. (See Table 14)

19. There was a significant difference between the older and younger women with respect to advanced credit. This was one of the infrequent factors where the older women scored a higher percentage in their group. (See Table 16)

20. More women students in ages 25-32 were attending the College on student visas and showing a significant difference. (See Table 17)

21. Preparation for a career was the only goal investigated in this study where a significant difference (.05 level) was found. Eighty per cent of the younger women versus seventy-two of the older group indicated career preparation as a goal (See Table 18)

22. Time for employment was the only serious problem where significant difference was found between the two age groups. (See Table 21)

23. In the use of student counseling services significant differences were evident between the two age groups in the following areas:

a. Employment assistance in which the younger women made the greater use. (See Table 23)

b. Financial aid in which the younger women made the greater use. (See Table 24)

c. College information to prospective students which had greater usage by the younger group. (See Table 25)

d. Personal counseling use where a greater percentage of younger women were helped. (See Table 26)

e. Aptitude and interest testing which attracted more of the younger group. (See Table 27)

24. In the need for student counseling services there were significant differences between the two age groups in these areas:

a. Financial aid where more younger women used the service. (See Table 30)

b. Health service which served a greater percentage of younger women. (See Table 31)

c. Transfer to a four-year college which was needed by twenty-seven per cent of the younger group and by eighteen per cent of those 33 and older. (See Table 32)

CONCLUSIONS

1. The academic achievement by women over twenty-five at the College as a total sample and as two separate age groups was very good.

2. The women in this sample as a majority were enrolled in curriculums related to employment and income.

3. The strongest goal indicated by the entire sample was related to employment and income.

4. Home and study responsibilities were the predominant problems for the women in this study.

5. The quality of instruction and the counseling services were not considered serious problems by a large majority of these women.

6. The younger women, age 25-32, tended to use each of the student personnel counseling services of the College to a greater extent than those students who were 33 years of age or older. The only services where student use was the same was in academic advising and the admissions interview. It can be concluded that women over twenty-five at the College made only moderate to little use of many of the counseling services. This is a similar finding to that contained in the dissertations cited in Chapter II of this study. Significant differences in the use of counseling services that were related to employment, financial aid, personal counseling, and testing, showed a greater percentage of use by the younger women in the 25-32 age group.

7. An even lower percentage of women college-wide and in the separate age groups expressed need of most of the services, with transfer and academic advising the needs cited most frequently. Transfer, financial aid and the health service showed significant differences and a higher expression of need by the younger women.

8. The different marital status pattern of the younger group (25-32) may affect their use and need of certain student counseling services.

9. The eighteen significant differences in personal and academic factors and in goals and student services between the two age groups are worthy of exploration, especially as they may have a relationship to the kind and scope of needed counseling services and to the career oriented curricula of the College.

10. There is some indication that the older women over age thirty-two are unaware of the possible value of some of the available

counseling services at the College which might assist them to meet their career and transfer needs. Their academic progress with a high grade point average demonstrates high motivation toward some perhaps unfulfilled and unidentified goal.

11. There is a possible need to reach more of the College women over twenty-five in counseling for transfer to a four year college as a career development and informational experience. Strengthening academic advising by counselors who are often the first contact the mature woman over twenty-five has at the College would seem implied by this study.

12. In general the mature women, over twenty-five, show a positive attitude toward the counseling and instructional services of the College.

RECOMMENDATIONS FOR FURTHER RESEARCH

1. All of the significant differences in this study should be explored further by the College. (See also paragraph 4 below.)

2. Further investigation is needed by the College to determine the causes of high achievement and motivation evidenced by the population of women over twenty-five at the College, as well as by two or more stratifications of a sample of that population.

3. Since this College is a multi-campus institution with a central core of general education in curricula at both campuses the differences between women over twenty-five in degree programs should be explored between the two campuses. A tabulation of some of those differences in use, need and effectiveness of student counseling services, and some of the other college-wide items of this current study, were apparent to this investigator but not published in this paper.

Some of those differences could be significant when tested. The impact of the allied health programs located entirely on one campus, and extensive music, art, and technology programs on the other campus might be worthy of investigation as they affect the mature woman's employment, use and need of certain counseling services, and her goals and problems as a student.

This investigator received considerable additional print-out data by campus on the sample studied college-wide, and together with some tabulation of that data it could provide material for the additional research suggested at the outset of this paragraph.

4. The type of format used in the questionnaire (producing a seventy-six per cent return) of this research on women over twenty-

five in degree programs could be adapted to similar research on other samples of the student population at the College in order to determine the use, need of, and evaluation of student counseling services. The relationship of student goals and problems to those services and to the instructional program of the College could have implications for the future accountability of the instructional and student services programs. In that way more of the services and instruction could be related realistically to the world of employment, community service, and the home.

RECOMMENDATIONS FOR ACTION AT THE COLLEGE

1. Mature women students would benefit from a greater awareness of the student personnel services available to them at the College. Many of those students enter the College initially as non-degree students. Some additional form of public information about the College Counseling services should be offered to older students through a brochure and during the student's initial presence on campus.

2. Several of the women suggested on their returned questionnaires that the College provide a counselor familiar with the needs of the mature student. The educational and economic feasibility of such a suggestion should be investigated. The excellent academic achievement of the mature woman should be considered an asset to the college and should be encouraged.

3. Since a high percentage of all women over twenty-five in degree programs expressed their educational goals in terms of career and income, a greater counseling effort should be made to explore ways to help those students to reach those goals realistically. This recommendation is made with the awareness that the mature woman student is goal oriented and providing counseling for her is not an easy task in a constantly shifting job market.

4. An effort should be made by the counseling staff to determine why one-half of the mature women in this study (over thirty-two years of age) have less need of the counseling services of the College.

5. An effort should be made to provide the older women students (thirty-three and older in this study) with ready access to transfer counseling as they expressed such a need in this study.

6. The excellent academic achievement and positive attitude toward the counseling and instructional services of the College as shown by the mature woman should encourage a greater effort on the part of all College personnel to attract, counsel, and instruct the mature student (male as well as female) in the years ahead.

7. Follow-up studies should be initiated to determine if the career programs in which fifty-six per cent of the mature women at the College are enrolled are meeting their needs in the job market.

8. The College should continue its non-credit orientation and counseling seminar, "The Emerging Woman," which is offered each semester by Community Services. That program offers an excellent opportunity to publicize the College counseling and instructional services (see also recommendations in paragraphs 1 through 7, above.)

9. The College should find a way to make financial aid more readilty available to the mature woman student, especially those who are under thirty-three years of age (regardless of marital status). The expressed use and need of such financial assistance for education was significantly higher for the younger mature women surveyed in this study (ages 25-32).

TABLE 1

DISTRIBUTION OF WOMEN OVER 25 IN CURRICULUMS
AT MONTGOMERY COLLEGE

Curriculum	Number	Per Cent
Accounting	3	.5
Art	26	4.8
Art Advertising	8	1.4
Business Administration	21	3.9
Business Management	6	1.1
Cartography; Community Planning	4	.7
Certified Secretary (Shorthand)	5	.9
Criminal Justice	7	1.3
Computer Science--Business	7	1.3
Computer Science--Math	8	1.4
Dental Assistant	5	.9
Dental Laboratory Technician	3	.5
Education--Elementary	25	4.6
Education--Secondary	12	2.2
Engineering; Architectural Engineering	3	.5
General Education, Humanities-Social Science	150	27.8
General Education, Math-Science	7	1.3
Home Economics	3	.5
Hospitality Management, Hotel, Food	3	.5
Liberal Arts, Arts	52	9.6
Mental Health Associate	27	5.0
Medical Laboratory Technician	15	2.7
Medical and Radiologic Technology	11	2.0
Music	5	.9
Nursing	93	17.2
Pre-Denistry; Pre-Medicine	8	1.4
Secretarial	21	3.9
Total	538[a]	100.0

[a]Necessary to omit 6 students from 544;
1--Postgraduate; 4-- Undeclared Curriculum; 1--Recreation.

TABLE 2

MOST IMPORTANT GOAL OF WOMEN OVER 25
IN DEGREE PROGRAMS

Most Important Goal	Number	Per cent
Career Preparation	214	40.0
Education to Help Family Income	55	10.0
Education to Help in Present Job	33	6.0
Personal Growth and Development	232	44.0
Total	534[a]	100.0

[a]534 (98.5 per cent) of 542 women whose questionnaires were tabulated indicated a most important goal.

TABLE 3

MOST SERIOUS PROBLEMS EXPERIENCED
BY WOMEN OVER 25

Most Serious Problem	Number	Per cent
Time to Study	131	28.0
Family Responsibilities	128	27.0
Class Schedule	67	14.0
Study Skills	54	12.0
Classroom Instruction	52	11.0
Counseling Services	24	5.0
Time for Employment	14	3.0
Total	470	100.0

TABLE 4

USE OF STUDENT COUNSELING SERVICES
BY WOMEN OVER 25

Student Personnel Counseling Service	Total Number Who Used a Service	Percentage Use of a Service[a]
Academic Advising	325	60.0
Drop/Add or Complete Withdrawal	264	49.0
Admissions Interview	253	47.0
MC Information to Prospective Students	151	28.0
Personal Counseling	118	22.0
Career/Vocational Planning	99	19.0
Financial Aid	79	15.0
Testing	77	14.0
Study Skills	69	13.0
Transfer to a 4-Year College	52	10.0
Student Activities	51	9.0
Health Services	43	8.0
Employment Assistance	38	7.0

[a]Based on returns from 542 questionnaires (74 per cent of population of 731); listed in order of percentage of students in sample who have used a service.

TABLE 5

EFFECTIVENESS OF STUDENT COUNSELING SERVICES
FOR WOMEN OVER 25

Student Personnel Counseling Services	Number Who Chose to Rate One or More Services	Number Who Rated a Service Effective	Percentage Who Rated a Service Effective[a]
Admissions Interview	243	213	88.0
MC Information	135	119	88.0
Drop-Add	232	200	86.0
Academic Advising	314	266	85.0
Study Skills	67	56	84.0
Personal Counseling	110	90	82.0
Health Services	55	43	78.0
Transfer 4-Year College	54	40	74.0
Financial Aid	86	63	73.0
Career Planning	103	75	73.0
Testing	66	45	68.0
Student Activities	58	33	57.0
Employment Assistance	46	26	56.0

[a]Listed in order of percentage of effectiveness.

TABLE 6

CURRENT NEED OF STUDENT COUNSELING SERVICES FOR WOMEN OVER 25

Student Personnel Counseling Service	Number Who Indicated Need of a Service	Per cent Who Need a Service[a]
Transfer to a 4-Year College	120	22.0
Academic Advising	107	20.0
Career-Vocational Planning	79	15.0
Financial Aid	69	13.0
Study Skills	62	11.0
Personal Counseling	55	10.0
Employment Assistance	45	8.0
Testing	26	5.0
Student Activities	19	4.0
Health Services	16	3.0
Drop/Add or Complete Withdrawal	13	2.0

[a]Percentage based on "yes" responses on returned questionnaires N = 542.

Note: "Admissions Interview" and "HC Information to Prospective Students" omitted as needs not pertaining to currently enrolled students.

TABLE 7

COMPARISON OF MARITAL STATUS COLLEGE-WIDE BY AGE OF WOMEN IN DEGREE PROGRAMS

	MARITAL STATUS											
	Single		Married		Separated		Divorced		Widowed		Total	
Age	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
25-32	69	26.0	141	58.0	19	7.0	34	13.0	3	1.0	266	100.0
33-older	16	6.0	220	79.0	14	5.0	13	5.0	13	5.0	276	100.0
Total	85		361		33		47		16		542	

chi-square = 66.564, df = 4, $p < .001$

TABLE 8

COMPARISON OF PRESENT EMPLOYMENT STATUS COLLEGE-WIDE BY AGE OF WOMEN IN DEGREE PROGRAMS

	Employed					
	Yes		No		Total	
Age	Number	Per cent	Number	Per cent	Number	Per cent
25-32	127	48.0	136	52.0	263	100.0
33-older	93	34.0	181	66.0	274	100.0
Total	220		317		537[a]	

[a]537 is 99.1 per cent of 542 women whose questionnaires were processed.

chi-square = 10.836, df = 1, $p < .01$

TABLE 9

COMPARISON OF YEARS EMPLOYED COLLEGE-WIDE BY AGE OF WOMEN IN DEGREE PROGRAMS

Group 1 25-32		Group 2 33-older
N = 266		N = 276
Group 1 mean = 3.632		Group 2 mean = 4.796
t = 1.762	df = 200	$p < .05$

TABLE 10

COMPARISON OF NUMBER OF CHILDREN COLLEGE-WIDE BY AGE OF WOMEN IN DEGREE PROGRAMS

Group 1 25-32		Group 2 33-older
N = 266		N = 276
Group 1 mean = 1.052		Group 2 mean = 2.63
t = 9.002	df = 200	$p < .01$

TABLE 11

COMPARISON OF AGE OF YOUNGEST CHILD COLLEGE-WIDE BY AGE OF WOMEN IN DEGREE PROGRAMS

Group 1 25-32		Group 2 33-older
N = 266		N = 267
Group 1 mean = 2.39		Group 2 mean = 10.06
t = 13.53	df = 200	$p < .01$

TABLE 14

COMPARISON OF WOMEN'S GRADE POINT AVERAGE BY AGE

Group 1 25-32		Group 2 33-older
N[a] = 228		244
Mean 2.88		3.22
t = 3.494	df = 200	$p < .01$

[a]The College computer file showed 472 G.P.A.'s for Spring 1973 (64.6 of total population of 731).

TABLE 16

COMPARISON OF ADVANCED STANDING COLLEGE-WIDE BY AGE OF WOMEN IN DEGREE PROGRAMS

	Advanced Standing					
	Yes		No		Total	
Age	Number	Per cent	Number	Per cent	Number	per cent
25-32	78	29.0	189	71.0	267	100.0
33-older	123	44.0	154	56.0	277	100.0
Total	201		343		544	

chi-square = 12.841, df = 1, $p < .01$

TABLE 17

COMPARISON OF FOREIGN STUDENT VISA STATUS COLLEGE-WIDE BY AGE OF WOMEN IN DEGREE PROGRAMS

	Foreign Student Visa					
	Yes		No		Total	
Age	Number	Per cent	Number	Per cent	Number	Per cent
25-32	43	16.0	224	84.0	267	100.0
33-older	21	8.0	256	92.0	277	100.0
College-wide Total (25 and older)	64		480		544	

chi square = 8.712, df = 1, $p < .01$

TABLE 18

COMPARISON OF THE GOAL OF CAREER PREPARATION COLLEGE-WIDE BY AGE OF WOMEN IN DEGREE PROGRAMS

	Career Preparation as a Goal					
	Yes		No		Total	
Age	Number	Per cent	Number	Per cent	Number	Per cent
25-32	214	80.0	52	20.0	266	100.0
33-older	198	72.0	78	28.0	276	100.0
Total	412		130		542	

chi-square = 5.171, df = 1, $p < .05$

TABLE 21

COMPARISON OF TIME FOR EMPLOYMENT AS A PROBLEM COLLEGE-WIDE BY AGE FOR WOMEN IN DEGREE PROGRAMS

	Time for Employment as a Problem					
	Yes		No		Total	
Age	Number	Per cent	Number	Per cent	Number	Per cent
25-32	49	18.0	217	82.0	266	100.0
33-older	30	11.0	246	89.0	276	100.0
Total	79		463		542	

chi-square = 5.612, df = 1, $p < .05$

TABLE 23

COMPARISON OF EMPLOYMENT ASSISTANCE COLLEGE-WIDE
BY AGE OF WOMEN IN DEGREE PROGRAMS

	Use of Employment Assistance Counseling					
	Yes		No		Total	
Age	Number	Per cent	Number	Per cent	Number	Per cent
25-32	27	10.0	239	90.0	266	100.0
33-older	11	4.0	265	96.0	276	100.0
Total	38		504		542	

chi-square = 6.979, df = 1, $p < .01$

TABLE 24

COMPARISON OF FINANCIAL AID COUNSELING COLLEGE-WIDE
BY AGE OF WOMEN IN DEGREE PROGRAMS

	Use of Financial Aid Counseling					
	Yes		No		Total	
Age	Number	Per cent	Number	Per cent	Number	Per cent
25-32	55	21.0	211	79.0	266	100.0
33-older	24	9.0	252	91.0	276	100.0
Total	79		463		542	

chi-square = 14.669, df = 1, $p < .001$

TABLE 25

COMPARISON OF MC INFORMATION TO PROSPECTIVE STUDENTS
COLLEGE-WIDE BY AGE OF WOMEN IN DEGREE PROGRAMS

	Use of Montgomery College Information					
	Yes		No		Total	
Age	Number	Per cent	Number	Per cent	Number	Per cent
25-32	90	34.0	176	66.0	266	100.0
33-older	61	22.0	215	78.0	276	100.0
Total	151		391		542	

chi-square = 8.704, df = 1, $p < .01$

TABLE 26

COMPARISON OF USE OF PERSONAL COUNSELING COLLEGE-WIDE BY AGE OF WOMEN IN DEGREE PROGRAMS

	Use of Personal Counseling					
	Yes		No		Total	
Age	Number	Per cent	Number	Per cent	Number	Per cent
25-32	73	27.0	193	73.0	266	100.0
33-older	45	16.0	231	84.0	276	100.0
Total	118		424		542	

chi-square = 9.225, df = 1, $p < .01$

TABLE 27

COMPARISON OF USE OF TESTING COLLEGE-WIDE BY AGE OF WOMEN IN DEGREE PROGRAMS

	Use of Testing Service					
	Yes		No		Total	
Age	Number	Per cent	Number	Per cent	Number	Per cent
25-32	48	18.0	218	82.0	266	100.0
33-older	29	11.0	247	89.0	276	100.0
Total	77		465		542	

chi-square = 5.711, df = 1, $p < .05$

TABLE 30

COMPARISON OF NEED OF FINANCIAL AID COLLEGE-WIDE BY AGE OF WOMEN IN DEGREE PROGRAMS

	Need of Financial Aid					
	Yes		No		Total	
Age	Number	Per cent	Number	Per cent	Number	Per cent
25-32	49	18.0	217	82.0	266	100.0
33-older	20	7.0	256	93.0	276	100.0
Total	69		473		542	

chi-square = 14.236, df = 1, $p < .001$

TABLE 31

COMPARISON OF HEALTH SERVICES COLLEGE-WIDE
BY AGE OF WOMEN IN DEGREE PROGRAMS

	Need of Health Services					
	Yes		No		Total	
Age	Number	Per cent	Number	Per cent	Number	Per cent
25-32	14	5.0	252	95.0	266	100.0
33-older	2	1.0	274	99.0	276	100.0
Total	16		526		542	

chi-square = 8.219, df = 1, $p < .01$

TABLE 32

COMPARISON OF TRANSFER TO A FOUR-YEAR COLLEGE
COLLEGE-WIDE BY AGE IN DEGREE PROGRAMS

	Need of Transfer to a Four-Year College					
	Yes		No		Total	
Age	Number	Per cent	Number	Per cent	Number	Per cent
25-32	71	27.0	195	73.0	266	100.0
33-older	49	18.0	227	82.0	276	100.0
Total	120		422		542	

chi-square = 5.770, df = 1, $p < .05$

Name: _____ (Last) _____ (First) _____ (Initial)

APPENDIX C

(66-74) Social Security No.: _____

(2) Marital Status: ___ Single (1) ___ Married (2) ___ Separated (3) ___ Divorced (4) ___ Widowed (5)

(3-4) Number of children: __ __

(5-6) Age of youngest child: __ __

(7) Are you employed at this time? ___ Yes (1) ___ No (2)

(8-9) Number of years you have been employed: __ __

(10) I attend most of my classes at Montgomery College in ___ Daytime (1) ___ Evening (2) (Check only one)

THE FOLLOWING STUDENT PERSONNEL COUNSELING SERVICES ARE PROVIDED AT MONTGOMERY COLLEGE. INDICATE BY CHECKING ONE OR MORE AS THEY APPLY TO YOU WITH RESPECT TO YOUR NEED AND USE OF THAT PARTICULAR SERVICE. IF YOU HAVE USED A SERVICE PLEASE CHECK ALSO WHETHER IT WAS EFFECTIVE FOR YOU. CHECK ONE OR MORE ITEMS AS THEY APPLY TO YOU.

		(1)	(2)	(3)	
(11-13)	Academic Advising	___I Need	___I Have Used	___Effective	___Not Effective
(14-16)	Admissions Interview	___I Need	___I Have Used	___Effective	___Not Effective
(17-19)	Career/vocational planning	___I Need	___I Have Used	___Effective	___Not Effective
(20-22)	Drop/add or Complete Withdrawal	___I Need	___I Have Used	___Effective	___Not Effective
(23-25)	Employment (job) assistance	___I Need	___I Have Used	___Effective	___Not Effective
(26-28)	Financial Aid	___I Need	___I Have Used	___Effective	___Not Effective
(29-31)	Health Services	___I Need	___I Have Used	___Effective	___Not Effective
(32-34)	MC information to prospective students	___I Need	___I Have Used	___Effective	___Not Effective
(35-37)	Personal counseling	___I Need	___I Have Used	___Effective	___Not Effective
(38-40)	Student activities	___I Need	___I Have Used	___Effective	___Not Effective
(41-43)	Study Skills	___I Need	___I Have Used	___Effective	___Not Effective
(44-46)	Testing	___I Need	___I Have Used	___Effective	___Not Effective
(47-49)	Transfer to a 4-year college	___I Need	___I Have Used	___Effective	___Not Effective

Other (write in): _____

If you have not used any Student Personnel services to meet the above needs, from whom did you get help at Montgomery College? _____

(50) Was that help effective? ___ Yes (1) ___ No (2)

INDICATE WHICH OF THE FOLLOWING GOALS APPLY TO YOU. PLEASE CHECK ONE OR MORE OF THE ITEMS, THEN CIRCLE ONLY ONE AS MOST IMPORTANT.

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(51) ___ (1) Education to help family income

(52) ___ (2) Education to help me in present job

(53) ___ (3) Preparation for a career

(54) ___ (4) Personal growth and development

(55) Circle most important goal from above: 1 2 3 4

Other (write in): _____

INDICATE WHICH OF THE FOLLOWING PROBLEMS HAVE BEEN SERIOUS FOR YOU AT MONTGOMERY COLLEGE. PLEASE CHECK ONE OR MORE, THEN CIRCLE ONLY ONE AS MOST SERIOUS.

(56) ___ (1) Satisfactory classroom instruction

(57) ___ (2) Satisfactory counseling services at Montgomery College

(58) ___ (3) Family responsibilities (such as meals, housework, children)

(59) ___ (4) Study Skills

(60) ___ (5) Time to study

(61) ___ (6) Time for employment

(62) ___ (7) Satisfactory class schedule

(63) Circle most serious problem from above: 1 2 3 4 5 6 7

Other (write in): _____

(64-65) NUMBER OF SEMESTERS ATTENDED AT MONTGOMERY COLLEGE: __ __

PLEASE CHECK IF YOU WOULD LIKE TO RECEIVE A SUMMARY OF THIS SURVEY.

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APPENDIX E

Traffic Study

This phase of the investigation was designed as a "live" sampling of the actual use of student personnel counseling services by matriculated women over twenty-five years of age at the Rockville Campus only, in advance of the Survey Questionnaire.

The age groupings, while slightly different from the median divisions used in the mailed Survey Questionnaire, closely approximated those divisions. Eight, or 18.6 per cent of all women students over twenty-five years of age using student personnel services at the Rockville Campus during the Traffic Study were in the younger age group of 25-32 years. Thirty-five, or 81.4 per cent were thirty-three years of age or older. Only eighteen women students, or four per cent, who were in degree or certificate programs, sought help in student services during the Traffic Study. In rank order of the five most used services by all women over twenty-five, academic advising was first, followed by personal counseling, information about College programs, changing class schedule, and career-vocational planning.